RCVS

User Guidelines for
Nursing Progress Log

Contents

Introduction

The Nursing Progress Log (NPL) has been updated for academic year 2025. Licence to practise qualifications leading to entry onto the Veterinary Nurse Register must articulate with the RCVS Day One Skills for veterinary nurses and be specified, recorded and assessed in a format that is readily auditable and accessible to learners. The Day One Skills list is a regulatory benchmark of essential clinical skills, developed and reviewed by the RCVS, based on the RCVS Day One Competences for Veterinary Nursing. This skills list is embedded within the NPL which has been designed to support a process of clinical mentorship and learning in addition to recording competence achievement.

All users will have credentials created and provided by the RCVS. Please contact vetnursing@rcvs.org.uk if you have any issues with logging in.

User Roles

Some previous terminology has been updated to align with RCVS wording.

Student

The student veterinary nurse (SVN) is the individual enrolled with the RCVS for the purpose of training at an RCVS accredited education institution (AEI), delivery site and RCVS approved Training Practice (TP) to become a Registered Veterinary Nurse. The NPL is a platform that students will use to log the completion of their Day One Skills (DOS). Students will be provided with usernames matching their RCVS enrolment number e.g. 7290876. This helps to get students familiar with using what will become their RCVS registration number once they join the register.

Clinical Supervisor

This term has been updated from Clinical Coach. A Clinical Supervisor (CS) must be either a Registered Veterinary Nurse (RVN) or an MRCVS (UK practising). They are responsible for teaching, coaching, and guiding SVNs through the completion of the RCVS DOS within clinical practice. The CS assesses each SVN against the DOS and determines when the student is competent in each skill. CSs are role models to SVNs, using their expertise to support and guide them in achieving competence in both their clinical and professional skills.

Tutor

The tutor is a member of staff at the AEI / delivery site who teaches the student throughout their time on the programme. The tutor may need to open skills on the NPL for the student should the student demonstrate, practice, and, or show competence in any skills while in practical sessions at the delivery site. The tutor may also have personal tutor responsibilities as well, depending on the AEI / delivery site staffing structure.

IQA

An Internal Quality Assurer (IQA) is employed by the AEI / delivery site to ensure that the NPL is completed correctly and to the required standard. The IQA moderates the student's NPL throughout the course, using a variety of moderation techniques, with a focus on ensuring that the CS assesses the SVN appropriately. The IQA is there to support SVNs, CSs, and TPs, acting as the link between all three and the AEI. IQAs, or another relevant member of the delivery team, audit TPs annually, or more often if required, to ensure that the TP remains a suitable and safe environment for SVNs to learn and work in.

EQA

An External Quality Assurer (EQA) is someone employed by an Awarding Organisation (AO). Their primary responsibilities include conducting approval visits to new delivery sites, auditing existing delivery sites, and providing expert guidance to support compliance and continuous improvement. The EQA will audit the work of the IQA.

Delivery Site

This term has been updated to replace the use of Centre. The delivery site is responsible for delivering Veterinary Nurse training to students.

Summary of Changes

This section of the guidance document provides you with the key updates from the previous iteration of the NPL platform. Whilst the functionality is primarily the same, there are some key additions and changes you should be aware of. This be valuable to all new and existing users.

Opening Skills

When logging skills, we've streamlined steps one and two into a single action. Now, the CS or Tutor needs to indicate whether it was a real-life demonstration, a simulation, or a professional discussion.

The **'Quick Start'** button has been retired, and replaced with an option to state, 'student can undertake skill without further demonstration'.

When opening a skill for the first time, click **'Add Note'**, a drop-down menu will pop up with these options under **'Select Status'**:

- *Demo / Demo Back - Practical Demonstration*
- *Demo / Demo Back - Simulation*
- *Demo / Demo Back - Professional Discussion*
- *Student can undertake skill without further demonstration*

If the last option is selected i.e. the student can start this skill without it being demonstrated to them again s, they already have prior knowledge and skill capability with this particular element, all other fields in that section will be greyed out except the reflection, which is still mandatory.

Reasonable Adjustments

Whenever a CS or Tutor opens a skill using the 'demo / demo back' option with one of the three examples (demo, simulation, or discussion), the system will now ask for reasonable adjustment details. This info shows up under the relevant skill and is visible to anyone who can view the student's progress log.

This process will allow CSs to log whether reasonable adjustments were required, and, if so, what the change was and whether it was effective.

Adding Case Details

The description box has a renamed **'Case Details'** and it now prompts you to include signalment descriptors:

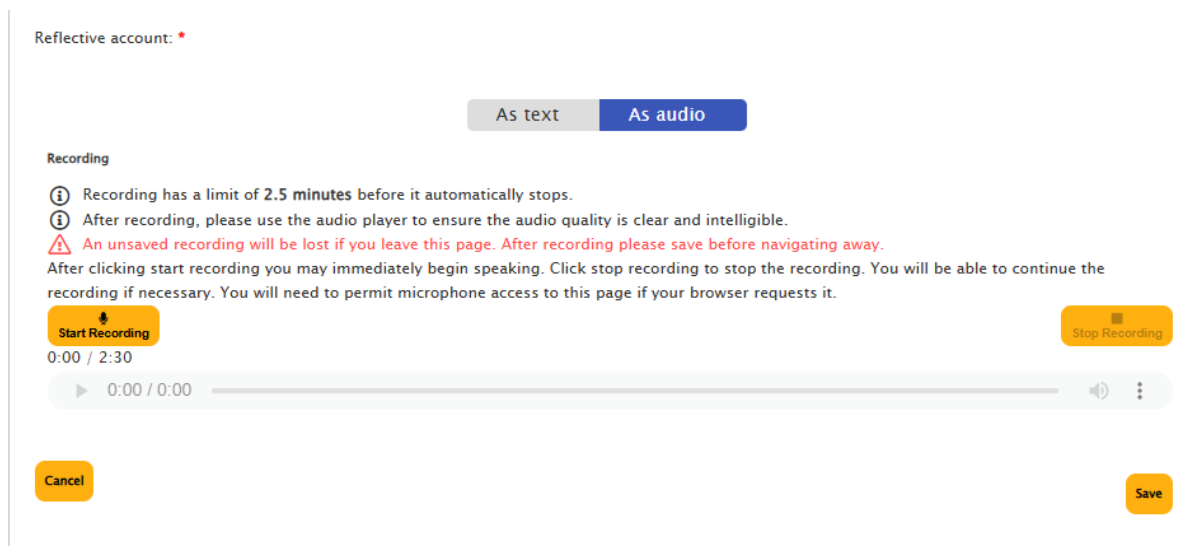**Case ID / Species / Breed / Age / Sex / Presenting Condition**

This has been included to better demonstrate the range of cases included in a student's NPL. This will assist students with determining where there may have gaps in their competency, likewise, help CSs support skill completion and IQAs during the audit process.

Voice Recordings

You can now upload voice recordings in these areas:

- Progress Log
- Professional Behaviour
- Tutorial tab

Students can reflect via audio in the 'Add Note Information' box, or on the new Tutorial tab. CSs and Tutors can also use audio to record their reflections or feedback. This should be incredibly useful for recording ideas quickly and efficiently and allows for a variety of user preferences.

Mandatory Reflection

Reflections are no longer optional; every skill logged now requires a reflective comment. Reflections are key for supporting progress and are integral to the role of an RVN, including when recording CPD post-registration.

IQAs must also give a clear rationale when marking a skill as satisfactory or not. If no reflection is recorded, the entry will not save.

Multilog

The NPL has always allowed for the multi-log function, however, this was restricted to each section. This has been updated to allow for mutlilogging of all skills across the NPL platform. Please be mindful that the skill must genuinely have been included in the case example – this can be easily verified by IQAs during NPL audits.

Each skill included in the mutlilog function requires its own individual reflection: each skill element may have gone better or worse than another element, and thus the reflection should be specific to the aspect of the skill being recorded. There is no limit to the number of skills which can be included in mutlilog, unless the voice recording option is used for reflection. This process will restrict the mutlilog function to six skills, with a limit of two and a half minutes per recording. This limit has been imposed to support the upload of the recording – any longer than 15 minutes of total audio recording (six recordings of two and a half minutes each) risks crashing the system. However, users could log six skills with audio recording for the reflection and then add more skills with text for the reflection – the system can support this approach.
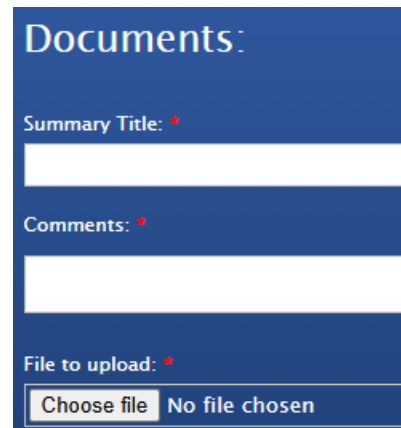
Editing Reflections

You can now go back and edit your reflection, but only if the skill hasn't been marked as 'competent' yet. Any changes will be timestamped allowing users to see when it was last updated.

Auto Save Function

The system now autosaves your edits in the background. If you're inactive for too long and it times out, don't panic, your work will still be there. Your entries will be saved on local storage while you are working and so if there are any problems, such as the device crashing or the internet dropping out, your work will automatically be saved. A reminder will appear on the screen stating, "You have unsaved changes".

Documents Tab

The previously named 'Communications' tab is now called the 'Documents Tab', and students can now upload documents here, just like CSs, Tutors, and IQAs could in the old version. It is essential that all users are clear in the 'Summary Title' box as to what is being uploaded, and if it relates to a skill within the NPL, this should also be referenced. The 'Comment'' box can be used to add further detail if required.

Tutorials Tab

We've added a new Tutorials tab based on your feedback. It includes guidance and prompts to help facilitate effective discussions. The required elements include:

- Review of progress
- General discussion
- Workload
- Logging experiences
- Targets
- Planned tutorials
- Student's reflections

There is also the option to complete the tutorial via audio recording, who some users may find easier.

Both the student and CS/Tutor must sign off on the tutorial. You can edit entries right up until that sign-off.

Quality Reports

When an IQA samples skills from a student's log, a report is automatically generated and can be found in the Quality Report tab. IQAs can also add overarching comments for context and further feedback to CSs. These reports are not visible to student users; the student is not the user being audited during the quality assurance process. Rather the IQA is ensuring that the CS has followed due process and the NPL is being undertaken and completed in accordance with good assessment practice.

The overarching feedback may therefore be very specific to the CS, and they may not with for the student to see this. However, they can show this screen to the student should they wish to. Students will still be able to see the specific IQA comments on each skill, it is the full report screen they will be unable to see.

EQA Access and Oversight

EQAs now have the same view of reflections that students, CSs, Tutors, and IQAs do enabling them to read all reflective comments. EQAs will also have access to the full Quality Report screen, as it is the work of the IQAs that the EQA is reviewing.

IQAs Can Filter by Cohort

A new dropdown on the IQA home page lets IQAs quickly filter students by cohort.

Professional Behaviour Evaluation Reviews

If a student scores below level 4 in one or more of the professional behaviours (PBs) during their third evaluation, at 80% skill completion, a fourth evaluation will automatically be made available on a date chosen by the CS.

If the student still scores below level 4 in the fourth assessment, an email will be to the Tutor, who can then trigger a fifth evaluation. Tutors can choose when to initiate this next step after a fourth evaluation that didn't meet the standard.

This process has been introduced to support students through to achievement of the PBs, who need some more support, or simply more time, to allow them to demonstrate that level of PB development. If a tutor is required to support with a fifth attempt, they should consider what additional support and guidance the CS and Student need for the student to achieve the required level.

Administrator Search Process

Delivery Site Administrators now have a new way to search for students: they can type the student's name or RCVS enrolment number/username in a free text search box. You can also search across all statuses (active, inactive, or archived).

Using the Nursing Progress Log

This section of the guidance will provide you with the step-by-step instructions for how to undertake the functions within the NPL. Should you have any issues with any of the processes, please contact vetnursing@rcvs.org.uk at your earliest opportunity.

Opening Skills

The CS will open the skill.

To first select the skill, click the 'Add Note' option for the skill you wish to log against. The 'Add Note' information box will appear. Complete the boxes and ensure to include a mandatory reflective account – remember, an audio recording can be used.

This will then open up into the skill logging screen, where the required information can be added. This includes how the skill was demonstrated, or whether the no further demonstration option was used, when it occurred (within the last two weeks), the case details, the reasonable adjustment information, and the reflective account:

Clinical Supervisors and Tutors may log against multiple skills if the skill has been opened using a practical demonstration.

When a user enters a date, the 'Log against multiple skills' tick box will be displayed.

Clicking any other status option will not show the 'Log against multiple skills' tick box. Please see the multilog section below for further details.

'Reasonable adjustment' questions must be included when a new skill is opened. These are included as radar buttons: if no reasonable adjustment has been applied, the screen remains as above. If a reasonable adjustment has been used, further information is then required:

Logging Skills and Mutli-Log

When students are logging their experiences, they will first select the status, either 'Add experience' or 'Claim competence'.

Students will then select the date the skill took place (within the last two weeks). A tick box will appear to allow users to log against multiple skills.

Select Status:

Add Experience ⌄

ⓘ You have unsubmitted changes. **Undo**

When did it happen: *

18/08/2025

ⓘ You have unsubmitted changes. **Undo**

☑ Log against multiple skills and/or units

Case details: *

case ID | species | breed | age | sex | presenting condition

Reflective account: *

| As text | As audio |

Write your reflection within 1000 characters.

Cancel   Save

Reflections must be logged separately for every element of the multilog, otherwise the reflections cannot be saved. Reflections can be audio recorded for up to 2.5 minutes per recording. Students are encouraged to listen back to audio recordings to ensure the quality of the audio is clear.

All sections are available for multi-logging. The reflection box will be removed from the 'Add Note Information' option, as a separate reflection box will be displayed for each skill. You can expand and collapse each unit by clicking the arrows.

2) Select and use appropriate personal and patient protective equipment.

☑ Log against this skill

Reflective account: *

| As text | As audio |

Write your reflection within 1000 characters.

If you navigate away from the page or cancel what is written, then a warning message will appear.

Professional Behaviours

The following professional behaviours and attributes are a form of etiquette in the workplace that is linked primarily to respectful, courteous, and competent conduct.

Professional Behaviours & Attitude	Practice Level 1 Constant Supervision	Practice Level 2 With Assistance	Practice Level 3 Decreasing Supervision	Practice Level 4 Independent	Practice Level 5 Proficient
	This SVN may be new to practice with no experience and is therefore requiring help and support to progress. Alternatively, this category may indicate an SVN who is demonstrating fitness to practise concerns which must be followed up. SVNs in this category must be under constant supervision.	This SVN may have some, but limited experience of practice, but is still requiring almost constant reassurance and guidance. This SVN does not require constant supervision but will not have the confidence or experience to work autonomously.	This SVN has a basic level of practice experience and is starting to demonstrate autonomy with a sufficient understanding of the relevant theory to support their ongoing development. This SVN will be able to complete some tasks autonomously and confidently.	This SVN is competent in all areas of practice. This SVN will be able to work with limited guidance or support but is aware of their own limitations and will seek support as required. This SVN will be able to work autonomously, confidently, and competently.	This SVN is competent in all areas of practice and is able to suggest improvements to practice protocol. This level of experience and ability will have developed over a period of time, with their reflective capabilities demonstrating an enhanced personal awareness. This SVN requires no supervision, except for that required within the relevant legislation.

The student will score themselves first, then by a nominated peer. The nominated peer can be anyone working within the practice who can confirm the student's professional development, this is separate from their clinical skills development. Students will add the contact details of the nominated peer into the Peer Management section of the PB tab:

Manage Nominated Peers

Nominated Peers for Student: Samuel Davies (St)

Peer Name	Email Address	Type	Telephone	Date Created	Action
No peers have been created yet.					

Add New Peer

New Peer Evaluation

When the 'Add new peer' button is clicked, the student will be invited to provide the relevant details:

The CS and nominated peer will assess the student based on the PBs listed. Explanatory comments are suggested, to assist the student with their professional development.

Tutorials

Tutorial Menu Page

The 'Create New Tutorial' button will only be available to CSs.

A warning message will appear if a user attempts to create a new tutorial when an existing tutorial is incomplete; one new tutorial can be started with one awaiting completion. This allows for cross over with annual leave or other absence, if necessary. However, CSs are strongly encouraged to ensure all tutorials are signed off in a timely manner. Furthermore, this allows a Tutor to commence a new tutorial should they wish to.

Adding a New Tutorial

Select a student using the drop-down menu and select 'Create New Tutorial'

All text fields must be completed by the Clinical Supervisor. Text fields may be completed using audio recordings or text, or a combination of the two.

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Student: Samuel Davies (St)

| Clinical Supervisor / Tutor creates tutorial & completes all fields except student reflection | Student adds reflections & signs tutorial | Clinical Supervisor / Tutor signs tutorial |

As text | As audio

Review of Progress (?)

- Have your previous targets been met?
- What has gone well?
- What area do you feel you have developed in?
- What skill set have you felt you have improved in since the last tutorial?

CS

Do you have anything that you wish to discuss? (?)

- Are there any challenges you are facing where you would like more guidance?

CS

How are you managing the workload of the course?

CS

Logging Experiences and Competency claims

Have you logged all your current experiences / competency claims on the Day One Skills platform? Have you uploaded the relevant evidence?

Yes ○   No ○

CS

Targets

Target	Who is responsible	Target Date	Actions
			Add New Target

CS

Date of Next Tutorial

Click on the calendar icon to set the date of the next tutorial or check the box to indicate that there are no further tutorials planned (e.g. because the student is moving to a different training practice or is completing their course).

Next Tutorial date: dd/mm/yyyy 📅   or No future tutorials planned: ☐

CS

Student Reflections

Agreement

Name	Role	Signed
Samuel Davies (St)	Student	☐
----	----	☐

Cancel **Save Tutorial**

In the 'Logging Experiences and competency claims' section, if the user selects 'no', the user must expand on how they plan to complete this information.

Specific targets can now be added for each tutorial – this could be a goal of completing a specific skill, or submitting an assignment for formative feedback, or something broader such as expanding on reflective comments. The target must be allocated to the relevant person, most likely the student but it is possible that the CS has a goal they need to address, and a target date. The red box with the cross shown below will delete the target. Any element of the tutorial can be amended by the CS until it has been signed off, following the student's reflective comments.

Any element of the tutorial can be amended by the CS until it has been signed off, following the student's reflective comments.

Quality Report

The Quality Report is not visible to students.

The report is created automatically when an IQA samples the first skill for a student. The Edit/Add comments buttons will only be available to the IQA, and comments will be read-only for any other users with access to the quality report, such as the EE or EQA.

Once the IQA has sampled the first skill on a new date, a new row will be automatically added to the table.

Each section can be expanded to show individual skills by clicking the chevron. The 'Skills Sampled' displays the number of skills sampled by the IQA in that section. If the same skill is sampled more than once, it will only be included once within the account.

CS can click the arrow to expand the units and view the IQA's comments for each skill. The red cross denotes 'sampled and not satisfactory,' and the green tick denotes 'sampled and satisfactory'.

Where a skill has not been sampled by an IQA, the 'Current Status' icon will not show a tick or a cross, and it will not be possible to expand that skill.

'N/A' will be displayed where a skill has not been signed off by the Clinical Supervisor

IQAs should not sample a skill that has not been signed off by the Clinical Supervisor.

Timesheets

This feature is only available to new students: students who have already begun their training and have existing access to the NPL will continue to use paper timesheets for the remainder of their training. This is to prevent confusion caused by a mixture of paper and electronic timesheets and the potential risk of inaccurate counting of hours.

Timesheets are used to record student hours within practice and will then be used during the RCVS registration process to confirm clinical training hours. To create a new timesheet, click 'Add New Timesheet.'

A pop-up labelled 'Click here to select' will be displayed, showing a calendar with the applicable timesheet week highlighted.

The current month is displayed by default; however, the student can scroll back through the calendar to add a timesheet for historic dates.

The calendar is marked to show which weeks' timesheets have been created or submitted and are pending approval or have been approved.

To add a time sheet, click any day within the week you want to record. Timesheets cannot be added for future weeks. The student adds a timesheet by clicking anywhere in the week for which they wish to create a timesheet.

Ensure that the 'Total hours in Practice' and time spent on breaks are completed. The system automatically calculates the daily total in hours and minutes, as well as the weekly total (please note this must be in hours and minutes).

If a decimal is entered in the 'Total Hours in Practice' field, the system will automatically convert this into hours and minutes, which will be displayed when moving to the next field. i.e. 7.5 will be converted to 7 hours 30 minutes.

If no hours have been added to the timesheet, the 'Save & Submit for Approval' button will be greyed out.

When the submit button is pressed, an advisory message will be displayed stating that once approved, no further edits can be made to the timesheet – it must be confirmed that all the hours have been entered to continue.

When 'Save & Submit for Approval' is selected for a completed time sheet, a confirmation message is displayed, and the timesheet moves into the 'Pending Approval' tab. This will now appear for the CS to approve.

Make your selections:

Select a Student:

Samuel Davies (St)

Total hours recorded to date: 191 hours

Total hours approved to date: 144 hours

Pending approval	Approved

📅 Monday 12th May 2025–Sunday 18th May 2025
📍 Sam's Vet Practice, AB1 2CD
🕐 40 hours

Date Submitted: 22/05/2025
For Approval By: Chloe Stewart (CS)

(View and Approve)

Timesheets can be edited or deleted up until the point at which it has been approved. CS and Tutors cannot edit or delete timesheets.

Whilst it's highly unusual, where a CS is unable to sign off timesheets, the student will need to liaise with their tutor to sign off their hours. The Tutor must agree to this, and the onus is on the student to initiate this process.

A timesheet must be assigned to the appropriate person, i.e. the allocated CS, for it to be approved. If it is not assigned correctly, then the CS will only be able to view the document. In some circumstances, a tutor may need to approve the timesheet, in which case it must be ensured that the timesheet is assigned to the necessary tutor.